



TEACHER EDUCATION IN A CLIMATE OF CHANGE

WORKSHOP 1

- **Agreement on the Strengths – the system is “not broken” – but, also agreement on the need for improvement**

Some Key General Points:

- **Put the needs of the learners at the heart of teacher education**
 - **Consider values as well as functions and structures.**
 - **Take account of both individual and organisational needs – set against a backdrop of system-wide and demographic changes and a growing emphasis on self-evaluation**
 - **That the responsibility for professional development should rest with the teacher – but with rights to high quality support**
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WORKSHOP 1

TEACHER SUPPLY AND EDUCATION

- Questions raised about the numbers of teachers being trained – given shortage of jobs and the demographic trends
 - Inadequate statistics hinder strategic planning
 - Intake to ITE needs to reflect our diverse society more accurately
 - Teachers need to be aware of wider issues such as those related to diversity, equality, sustainability, globalisation, SENDO
 - Should consideration be given to securing “experience of the world outside the classroom/the teaching profession as a whole” as an area for improvement
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WORKSHOP 1

ASPECTS OF PARTNERSHIP

- Redraft the partnership arrangements to provide greater clarity and flexibility
 - Should be greater integration of HEIs/CASS/Schools
 - But organisational and structural change will not be enough – time needs to be provided to enable the partners to develop shared understandings of key areas, such as pedagogy, so that teachers receive consistent [“joined up”] messages with regard to the competences etc.
 - More fluid staffing between HEIs, CASS and Schools, generally welcomed
 - Role, purpose and value of Career Entry Profile need to be reconsidered
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WORKSHOP 1

EXPERIENCES OF TEACHERS

- Key role for schools as “professional learning communities” – but all are not yet at this point – and the quality of the beginning teacher’s experience should not be dependent simply on the school in which she/he is employed. Should have an entitlement to quality support
 - Need to address the issue of unstable employment during the induction year – and the negative impact on personal motivation and professional development
 - Teachers need time, during induction, to focus on their professional development
 - Small schools in rural settings could be grouped/networked to facilitate the teachers’ professional development
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WORKSHOP 1

ACCOUNTABILITY AND QUALITY ASSURANCE

- Acceptance of need for QA – though concerns about the apparent number of agencies involved. Key need for consistency accepted
- The key agencies and their roles need to be specified – clarification of term “regulatory” for GTC
- The views of teachers on how well they are being served by the provision should be sought

ICT

- Generally in favour of increased role
 - View that teachers prefer face:face contact – grow ICT role cautiously
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WORKSHOP 1

STATUTORY NATURE OF INDUCTION AND EPD

- Need for clarification on the statutory nature of Induction and EPD
- Need for clarity on issue of time limits to complete Induction and EPD
- Assessment of teachers' competences at Induction and EPD should be both formative and summative

POSSIBILITY OF ACCREDITATION

- General support for accreditation as long as it is meaningful
 - Current possibility of gaining accreditation has not been publicised well enough
 - General agreement on e-portfolios
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WORKSHOP 1

RESOURCING

- Funding ICT
 - Funding possible Induction Year
 - Sabbaticals for experienced teachers
 - Creation of time for beginning teachers
 - Funding accreditation
 - Funding arrangements to promote a more integrated approach to early teacher education
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WORKSHOP 1

GENERAL POINTS

- **Need to change teachers' mindset: Early Teacher Education is a process of encouraging reflective teachers – if the current arrangements do not do this, then they need to be changed.**
 - **New arrangements need to ensure greater consistency but not at the expense of stifling creativity and individuality. Therefore: consistency but not conformity**
 - **The pathway to a career as a teacher should be presented as a package so that students, from the outset, know what is involved**
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WORKSHOP 2



WORKSHOP 2

ROLE OF THE GTC

- **General agreement – including suggestions to extend the role to include ITE, Induction, EPD and CPD – emphasising life long learning**
 - **Request for clarification of the use of the terms “regulate” and “professional appropriateness”**
 - **Some concern among HEIs re. Further regulation**
 - **Teachers need to have a better understanding of the role of the GTC**
 - **Need for greater clarity about “quality assurance” – how do the roles of GTC, ETI and QAA fit together? Is GTC another layer of unnecessary accountability?**
 - **Need to recognise the work of the Teacher Education Partnership Group**
 - **Implications of the above on self-evaluation in schools and the reflective teacher?**
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WORKSHOP 2

CO-ORDINATION OF ETE

- Agreement on the need for proper co-ordination to bring consistency and coherence to the system
 - Distinction between strategic co-ordination and guidance and support for individual teachers
 - Clarification of what is meant by “Co-ordination” – need for more discussion on how HEIs, CASS and Schools work together.
 - HEIs have capacity to take on an extended role – though there is a need for a funding mechanism to reflect a co-ordinating role. Also – to whom would they be accountable? Need for an overarching framework for the 5 HEIs?
 - Schools play the crucial role in ETE – could they do much of the work supported by HEIs, CASS and practitioners?
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WORKSHOP 2

RECENT & RELEVANT EXPERIENCE FOR TEACHER EDUCATORS

- General support – but to include CASS and others professionals who work with children and young people
 - View expressed of the need to blur the boundaries between Teachers, CASS and the HEIs – to develop greater flexibility
 - Some HEI staff consider that they address this already
 - Relevance and credibility are the keys – can be achieved in a variety of ways
 - Possible resource and contractual issues raised
 - Must have genuine purpose and outcomes – not cosmetic
 - An opportunity to extend and deepen partnerships with schools
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WORKSHOP 2

ROLE OF THE TEACHER TUTOR

- Agreed – but stress that the Principal and the SMT play the key role within schools
 - General support for the recognition of the importance of the TT role and how, with proper resources, it could be developed further
 - In bigger schools – can play an important role as the School’s Professional Development Co-ordinator – but more difficult to develop the role in small schools
 - Suggestions for clustering small schools with “travelling” TT
 - May be opportunities for accrediting TTs’ work
 - Important to remember that other teachers play a key supportive role in professional development
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WORKSHOP 2

ACCREDITATION

- General agreement – but view that a Masters should not be the only route
 - Possibility of credit accumulation for ETE work – HEIs could take the lead
 - Quality Assurance issues – but enhanced role for HEIs could bring improved quality assurance
 - Question of financial support for this work
 - Need to clarify the purpose and use of the Professional Development Portfolio – accountability and/or personal development – must not just be a record – must also improve competence
 - Groups stressed that classroom practice is more important than paper exercises
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WORKSHOP 2

TIME FOR PROFESSIONAL DEVELOPMENT

- General agreement from all groups
 - Various figures offered: 10% - 20%
 - General awareness of funding implications
 - Some support for Teacher Tutors receiving time as well
 - Many groups stressed the importance of stable employment during Induction – suggestions there should be a feasibility study of the Guaranteed Induction Year for NI
 - Some suggestions to cut intake to ITE and evolve creative ways of accommodating beginning teachers in schools through redeployment of more experienced teachers
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WORKSHOP 2

ICT BASED SUPPORT

- General support – though several groups commented that the statement was aspirational and somewhat bland
 - Should also be online support for Teacher Tutors
 - Key is good quality support, not just “maintaining a website”
 - Several groups stressed that ICT was just one form of support among others – face to face support still vital
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WORKSHOP 3



WORKSHOP 3

THE REVISED COMPETENCES

- Widespread support - reduction to 27 seen as a positive development
- Value of a common language – grouping of competences appropriate
- Provide a means of mapping career long development
- Bring teaching into line with other professions

Areas for further consideration:

- Need to be shared widely with teachers – the profession must take ownership of the competences – this will take time
 - All partners need to engage in active dialogue to complete the competences and agree on their interpretation as each stage
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WORKSHOP 3

THE REVISED COMPETENCES: Areas for further consideration cont:

- Many competences focus on the individual teacher – should also encourage engagement in the community of learners
 - Need to be kept under regular review to ensure that they are fit for purpose as the demands of teaching and learning change
 - Teachers' core values need to be expressed in the demonstration of the competences
 - Competences could be related to European Teacher Competences
 - Enquiries from some groups on how the competences are to be used
 - Need to clarify the link between the competences and PRSD/Pay
 - Need for consistency in interpretation and standards
 - Important not to lose sight of the “art” of teaching as well as its “science” – should avoid a mechanistic approach to competence
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WORKSHOP 3

PROFESSIONAL DEVELOPMENT FRAMEWORK

- General welcome with a number of caveats
 - Welcomes the organising framework – provides a career structure/milestones and has come largely from the profession itself
 - Brings teaching into line with other professions which have frameworks to build learning and development – brings coherency
 - Need to take a wide view of CPD – it is not just about management and academic accreditation – must also be about improvement
 - Need for further discussion/clarity on how the Framework fits in with PRSD and Threshold/Pay
 - The Charter/Advanced Charter Teacher roles generally welcomed but need for more clarity on the recognition to be given to CT/ACT
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WORKSHOP 3

PROFESSIONAL DEVELOPMENT FRAMEWORK: Cont.

- Differing views about the financing of/payment for CPD – professional development not necessarily free in other professions/people value what they pay for – payment could reward excellent teachers who choose to stay in the classroom – encourage teachers to invest in their professional development
 - What happens to CT/ACT who take career breaks? Renewal of status?
 - Consideration should be given to the international dimension – opportunities for CPD outside own school/country
 - Welcome to GTC proposal for one-year pilot CPD project funding some CPD activities
 - Several groups stressed the importance of adequate funding for CPD Framework – to ensure entitlement for all
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WORKSHOP 3

PROFESSIONAL DEVELOPMENT FRAMEWORK: Cont.

- Concerns expressed about quality assurance – needs to be external?
 - School-based and school-driven work more likely to be relevant to many teachers' CPD
 - Look for ways to involve students in the consultation – student input into GTC
 - CPD – should it be mandatory or voluntary?
 - Funding: should money go to individual teachers or schools or both?
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WORKSHOP 3

KEY ELEMENTS OF THE PROFESSIONAL DEVELOPMENT FRAMEWORK

GENERAL POINTS:

- All the elements were welcomed with caveats
 - Difficult to divorce remuneration and professional development
 - Opportunity to raise the profile of the teaching profession at a time of declining demographic trends
 - Teachers should have “responsibility for” as well as “entitlement to” CPD
 - Development – can involve growth in leadership and management – but there are other routes to follow, for example, improvements in pedagogy
 - Quality Assurance must be effective – auditing must be rigorous
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WORKSHOP 3

KEY ELEMENTS OF THE FRAMEWORK:

Point 3:

- General agreement
 - Some unclear why there is a need for ACT after CT Status
 - Should be links to award bearing courses; view that PRSD should be part of CT status – though not narrowly/exclusively
 - HEIs will explore area of accreditation – but there are problems about what will be accepted at Masters Level etc.
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WORKSHOP 3

KEY ELEMENTS OF THE FRAMEWORK

Point 4:

- Agreement on the idea of CPD as a “mixed economy” – a balance between needs of system/school/individual teacher
- Needs to be funded adequately to support CPD for all teachers

Point 5:

- Agree - provided it is blended with face to face interaction

Point 6:

- Need for clarity on the role and composition of the Professional Education Committee. Link to TEPG? Sub Committee within a Sub Committee? Strategy not implementation group?
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WORKSHOP 3

KEY ELEMENTS OF THE FRAMEWORK

Point 7:

- **Uncertainty about aspects of this statement – what would it look like “on the ground” – Management role? Role of GTC? More discussion needed – but general acceptance for a more strategic approach to CPD – which brings together all the stakeholders/providers**

Point 8:

- **Agreed in principle but needs greater clarity and discussion – funding arrangements need to be flexible – professional autonomy allows for greater flexibility – identify money for specific purposes – not to be held in LMS budgets. School Development Planning sets priorities**
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WORKSHOP 3

KEY ELEMENTS OF THE FRAMEWORK

Point 9:

- General agreement on the first part of the statement.
- Need to develop a culture in schools of what CPD actually costs
- Mixed response to “cost free” – some emphasised the equity aspect of this proposition
- Some groups asked for further clarification
- Where funding goes seen as crucial – some from central funder; some to schools – other funding, to individuals – must be good auditing

Point 10:

- General agreement with this proposition – should be specified
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WORKSHOP 3

KEY ELEMENTS OF THE FRAMEWORK

Points 11 and 12:

- Generally accepted
 - Role of Professional Learning and Development Co-ordinator should be given recognition – time/position – training needed
 - Groups recommend clustering arrangements for small schools
 - Suggestion that the role should not be vested in a single person – that there should be a team approach – could be a Team Leader – a rotating chair – bring other staff along so that the school has a sustainable system
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WORKSHOP 3

ACTIVE LEADERSHIP DEVELOPMENT POLICY

- General agreement with a small number of caveats
 - Thrust of the Conference has been to give impetus and direction to CPD – this in turn should have an impact on leadership
 - View stated that too much emphasis can be placed on leaders rather than on developing a culture of leadership to which all teachers can contribute
 - Need for more clarity where CT/ACT sit with regard to leadership
 - Concept of leadership as perceived by Governors and Employers needs to be addressed
 - View stated that teacher leadership is not the same as school leadership
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